**Topic:** Societies and Civilisations of the Past

Ancient Greece: Daily Life of Men and Women

**Outcomes to be assessed**

4.1 Describes and explains the nature of history, the main features of past societies and period

4.5 Identifies the meaning, purpose and context of historical sources

4.8 Locates, selects and organises relevant information from a number of sources, including ICT, to conduct basic historical research

4.10 Selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past

**Task: Weighting 10%**

**Task Description**

Students are to select either a man or woman from an ancient Greek society that they have studied, students will retain this gender for the entirety of the assessment. The assessment will be broken into two parts, the first will be a written response, and the second part will be a presentation. In the written response students will identify and explain major aspects of a man or woman’s daily life in an ancient society. For the presentation students will select two epigraphic and two primary written sources that illustrate the daily life of a man or woman. Students will be expected to show what aspects of daily life these sources illustrate and discuss their use as historical sources, based upon the feedback they will have received from Part 1 of this assessment.

\*Students will work individually throughout this assessment.

**Part 1: 5%**

Students will complete a written response in class on the daily life of a man or woman in an ancient Greek society. Students will be expected to describe how a man or woman lived in an ancient Greek society, comparing and contrasting this to the individual city-states they have studied where applicable. Student will refer to:

* Gender role
* Occupation
* Responsibilities
* Political life
* Religious duties

**Part 2: 10%**

Upon receiving feedback from Part 1, students will be expected to have their presentation complete within one week. This presentation must include:

* Two epigraphic sources
* Two primary written sources from an ancient historian

In the presentation students will be expected to explicitly show what aspects of daily life these sources illustrate for historians, thereby demonstrating relevancy. Students will also be expected to discuss the historical nature of these sources, referring to:

For Epigraphic Sources

* Who wrote it
* Who was it written for
* Why was it written

For Written Sources:

* Purpose
* Context
* Subjectivity
* Importance of primary sources

**Part 1 Rubric**

The student:

* Refers to all aspects of daily life for their chosen gender covered in the course
* Provides a detailed description of these aspects of daily life, showing how they differed between individual Greek city-states
* Presents a logical, well-structured written response

**Part 2 Rubric**

The Student:

* Provides the correct number of historical sources
* Demonstrates a detailed understanding of the historical nature of sources and the difficulties historians may have in using them
* Provides a well-designed and creative presentation